

# Moorlands College

## Foundation Year Specification

This document specifies the College's Foundation Year, which comprises the first year of the four-year version of its BA (Hons) programmes in Applied Theology and Applied Theology (Youth and Community Work). The rest of those programmes, from Levels 4 to 6 are defined in separately published "programme specifications", validated by the University of Gloucestershire.

The specification utilises the following sources:

- |        |   |
|--------|---|
| TRS    | "Theology and Religious Studies Benchmark Statement". <sup>1</sup> The subject benchmark is designed for Honours programmes. Since Foundation Year studies comprise the first year of a four-year Honours programme, the benchmark statement is relevant, although the benchmarks are often phrased from the perspective of those completing Honours studies. |
| NICATS | <i>The Report of the Northern Ireland Credit Accumulation and Transfer Scheme Project</i> , especially the summary descriptors for Level 3 studies (section 6.3.3). <sup>2</sup>  |
| QC-A3  | Chapter A3 of the UK Quality Code for Higher Education, "The Programme Level". <sup>3</sup>   |

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<sup>1</sup> Available at <<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Theology.pdf>>, accessed November 2013.

<sup>2</sup> Available at <[http://www.nicats.ac.uk/doc/scr\\_report.pdf](http://www.nicats.ac.uk/doc/scr_report.pdf)>, 1999, accessed November 2013.

<sup>3</sup> Available at <<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A3.pdf>>, 2011, accessed November 2013.

1	<b>Name of studies</b>	Foundation Year
2	<b>Level of studies</b>	Level 3
3	<b>Possible interim recognition for students not progressing to Level 4 studies</b>	Certificate of Achievement (for successful completion of Foundation Year, for those not progressing to Level 4 studies of the programmes of which Foundation Year comprises part)
4	<b>Awarding institution</b>	Moorlands College
5	<b>Teaching institution</b>	Moorlands College
6	<i>n/a</i>	
7	<b>Mode of study</b>	Full-time and part-time
8	<b>QAA subject benchmark statement(s)</b>	TRS
9	<b>Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition</b>	None
10	<b>Other external points of reference</b>	NICATS QC-A3
11	<b>Date of initial approval</b>	June 2006
12	<b>Date(s) of revision</b>	January 2014
13	<b>Aims</b>	The aim of Foundation Year is to equip students to participate successfully in Level 4 studies by (a) instructing students in the relevant study skills and (b) providing an introduction to studies in Applied Theology.
14	<b>Learning outcomes</b>	At the end of their Foundation Year studies students should achieve the following outcomes:  <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>1. both knowledge and understanding of both data and basic theories of Applied Theology (TRS 3.1, 3.2, 5.4; NICATS);</li> <li>2. knowledge and understanding of appropriate academic techniques and expectations (NICATS)</li> </ol> <i>Intellectual skills</i> <ol style="list-style-type: none"> <li>3. the ability to access and analyse information independently and to make reasoned judgements on contested questions of varying familiarity (TRS 2.2, 3.2, 3.4, 5.4, 5.8, NICATS);</li> <li>4. the ability to apply knowledge and skills in practical activities (NICATS) and to reflect on</li> </ol>

	<p>their own practice (TRS 3.4);</p> <p><i>Practical, subject-specific skills</i></p> <ol style="list-style-type: none"> <li>the ability to communicate at an appropriate academic level in writing and in making pre-prepared presentations (TRS 3.2, 3.4, 5.8);</li> </ol> <p><i>Generic, transferable skills</i></p> <ol style="list-style-type: none"> <li>the ability to work under a supervisor and with peers (TRS 5.8);</li> <li>the ability to direct their own educational and placement activities and to manage their own spirituality and time (TRS 3.4, TRS5.8; NICATS);</li> <li>the ability to engage in debate attentively and with personal integrity (TRS 2.2, 3.2, 3.4, 5.6, 5.8).</li> </ol>
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**15 Learning and teaching strategy**

Learning in Foundation Year is a holistic process of personal development, covering inter-relating aspects of human personality, the intellectual, spiritual, practical and relational. Learning opportunities are designed to encourage independent, critical thinking and self-motivated learning within a secure environment. A key feature of the course is that learning takes place through the combination of engagement in and reflection on practice, thus creating links between theory and practice. Module FY5 Study Skills plays a unique role within Foundation Year. It is essential to meeting element (a) of the programme aim, but plays a support role to the studies in the other modules. Thus, it is zero-weighted and has no independent assessment tasks.

Teaching is led by a team of highly able and experienced communicators, committed to: accommodating the variety of students’ learning styles; maintaining high levels of student engagement in teaching activities; the appropriate use of technology in teaching; the provision of Learning Support to students with Specific Learning Difficulties.

More information is available in the College’s Learning, Teaching and Assessment Framework.

The programme is typically taken full-time, but part-time study is also permitted, subject to management issues. Full-time students attend classes two days per week and spend a further two days per week in a placement, with other time protected for personal study.

The following table shows which modules, through their content, contribute to supporting students to achieve the course’s Learning Outcomes (see section 14 above).

		Programme Outcomes							
		1	2	3	4	5	6	7	8
Modules	FY1	✓		✓		✓	✓		✓
	FY2	✓		✓		✓			✓
	FY3	✓		✓	✓	✓		✓	✓

		FY4	✓		✓	✓	✓	✓		✓																																	
		FY5		✓	✓	✓	✓																																				
		FY6	✓			✓	✓	✓	✓																																		
<b>16</b>	<b>Learning and teaching methods</b>																																										
	<b>Level 3</b>	Scheduled learning and teaching activities						15 %																																			
		Guided independent learning						45 %																																			
		Placement and study abroad						40 %																																			
<b>17</b>	<b>Assessment strategy</b>																																										
	<p>The course's assessment tasks are aligned with Foundation Year and modular learning outcomes and teaching activities, relevant to the needs of students, fair as opportunities to demonstrate learning achievements, and appropriate to module ratings. Foundation Year offers a diverse range of assessment tasks. For further details see the College's Learning, Teaching and Assessment Framework.</p> <p>The set of assessment is designed to facilitate students' growth in study skills throughout the year, e.g., the tasks across the modules are designed and managed so that students gain experience writing progressively longer essays. However, the modules are also rated in size in a way that matches the effort involved.</p> <p>In a number of cases, where assignment elements demonstrate learning outcomes that are essential for progression to Level 4 studies, compensation does not apply in assessment. This is indicated in the relevant module descriptors.</p> <p>The table below indicates, for each module (the rows), which of its learning outcomes (the columns, from 1-6, as numbered in the module descriptor) contribute to the overarching learning outcomes of Foundation Year (the numbers in the cells). Where a module has fewer than three learning outcomes the relevant cells are greyed out.</p>																																										
	<table border="1"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="3">The module's numbered learning outcomes</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <th rowspan="6">Modules</th> <th>FY1</th> <td>1, 5</td> <td>1, 3, 5, 8</td> <td>1, 3, 5, 8</td> </tr> <tr> <th>FY2</th> <td>1, 3, 5, 8</td> <td>1, 3, 5</td> <td></td> </tr> <tr> <th>FY3</th> <td>1, 3, 5, 8</td> <td>3, 4, 5, 7</td> <td></td> </tr> <tr> <th>FY4</th> <td>1, 3, 4, 5, 8</td> <td>1, 3, 4, 5</td> <td></td> </tr> <tr> <th>FY5</th> <td>2</td> <td>1, 2, 3, 5, 8</td> <td>1, 3, 4, 5</td> </tr> <tr> <th>FY6</th> <td>1, 4, 5</td> <td>4, 6, 7</td> <td></td> </tr> </tbody> </table>												The module's numbered learning outcomes			1	2	3	Modules	FY1	1, 5	1, 3, 5, 8	1, 3, 5, 8	FY2	1, 3, 5, 8	1, 3, 5		FY3	1, 3, 5, 8	3, 4, 5, 7		FY4	1, 3, 4, 5, 8	1, 3, 4, 5		FY5	2	1, 2, 3, 5, 8	1, 3, 4, 5	FY6	1, 4, 5	4, 6, 7	
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<b>18</b>	<b>Assessment methods</b>																																										
	<b>Level 3</b>	Written exams						0 %																																			

		Practical exams	0 %
		Coursework	100 %
<b>19</b>	<b>Location(s) of the course's delivery</b>	Sopley, Christchurch	
<b>20</b>	<b>Admissions requirements</b>	<p>Five GCSEs, including English, at C or above, or equivalent qualifications, or appropriate, evidenced, substantial experience in all four language skills (reading, writing, speaking and listening) in a formal environment, such as a workplace.</p> <p>Students should be able to undertake placements, some of which are likely to involve commitment to and participation in the activities and community of churches which hold to a traditional understanding of Christianity.</p>	
<b>21</b>	<b>Career and employability opportunities</b>	<p>Foundation Year assists in the employability of graduates of the four-year format of the BA programmes, equipping students with many transferable skills that employers will find attractive.</p> <p>Students engage in a substantial placement throughout Foundation Year, working with an approved supervisor, who guides the student in practice and gives appropriate feedback. Building experience of practice is central to the learning philosophy of Foundation Year and of the four-year formats of the BA programmes. A number of modules involve current practitioners in their teaching, giving students a realistic picture of employment in the sector.</p>	
<b>22</b>	<b>Management of Quality and Standards</b>		
	<p>The College applies the procedures described in its Quality Manual to the management of Foundation Year. These procedures follow the general approach to the management of quality and standards as set out by the University of Gloucestershire, which validates the College's Higher Education awards. The University's Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice are all applied to the College's provision. All regulations, policies and procedures are aligned with QAA reference points.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to teaching staff and College levels, so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via an External Examiner. They submit regular reports which allow the College to make judgements on the quality and standards of the provision.</p> <p>Students are able to comment on their modules and courses in various ways including an immediate feedback system, module evaluations and Course Committees.</p>		
<b>23</b>	<b>Support for Students and for Student Learning</b>		
	<p>The development of a sense of security in education and a positive attitude towards studying is a crucial factor in meeting the aims of Foundation Year. To this end the Foundation Year leader maintains regular (normally weekly) contact with students and module FY5 is dedicated to supporting students in their studies.</p>		

In addition, as a small college with a community feel, students have relatively ready access to teaching and support staff in a variety of ways. There are weekly, timetabled tutor groups, which all students studying in the BA programmes attend, to build community across the levels and deal with issues that may arise. Students are expected to meet with personal tutors for half an hour five times in the year to discuss academic, developmental, placement or other issues that they may be facing. The student handbooks and other course information are available on the College's website. The Student Council is well supported by the College in its aims of maintaining community and offering a level of pastoral support to all students. The College has a Disability Officer who takes particular responsibility for relevant issues.

The Learning Support Department runs an effective system of helping students with learning disabilities to successfully manage their studies through providing additional support where necessary. A confidential one-to-one service provides information, support and advice. The team has professionally qualified staff who will help students identify their needs through screenings or assessments including full dyslexia assessments. Guidance and assistance is also available regarding applications for the Disabled Student Allowance (DSA). Support for students is ongoing and available throughout their College career.

The College's library delivers effective, efficient and learner-focussed services in a number of ways:

- traditional academic library resources (over 35,000 print books, 60 current print journals and various back runs);
- electronic information resources (e-journals and e-books via the University's online resources);
- 33 study spaces in a modern, light and airy environment;
- additional borrowing access to print books (around 40,000) via formal arrangement with Sarum College Library in Salisbury;
- access to expert help in locating and using learning resources (individually and through regular information skills classes).

## 24 Current Course Map

See following.

### Revisions

October 2013	Approved in principle by Academic Board
January 2014	Approved in detail by Academic Board